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ABSTRACT

This document reports, in tabular form, some general characteristics of students who are new to the Toronto school system. It does so along two dimensions: horizontally along the junior kindergarten (JK) axis and vertically from senior kindergarten (SK) to grade 13 (Gr 13). It was found that while the majority (88.1 percent) of JK pupils had been born in Ontario, only 41.5 percent of the SK-Gr 13 students were native born. However, with regard to language, only 58.9 percent of JK pupils and 46.7 percent of SK-Gr 13 students learned English, either alone or along with another language, as a mother tongue. While over 70 percent of the JK pupils and over 40 percent of the SK-Gr 13 students resided with both parents, more than 30 percent of the JK-Gr 13 students lived with their mothers only, and 4.7 percent lived with their fathers only. Information was not available about socioeconomic status for at least 20 percent of any group of JK students and at least 40 percent of the SK-Gr 13 students. However, data about each group are tabulated according to the occupation level of the parent or parents. (MP)

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CHARACTERISTICS OF STUDENTS NEW TO THE TORONTO SCHOOL SYSTEM, 1981-1982

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INTRODUCTION

The analyses contained in this report represent the first attempt to utilize for research purposes, the student registration information collected by the Toronto Board of Education. Prior to this investigation, the data typically were accessed when information was required on a given child; the data had not been examined as representing a "population".

In 1980, the Board received a report concerning the collection of student demographic data. The Board recommended:

> "That, subject to approval of revised student information form by the Committee, selected data from a suitably revised student registration form, to include the information noted above, be incorporated into a central demographic profile of Toronto schools.
>
> (Minutes of Board, 1980, p. 108)

The kinds of information gathered from the student or an accompanying adult at the time of registration are similar to that collected for the Grade Nine Student Survey: Fall 1980 (Wright and Dhanota, 1981) and previous reports (Deosaran, Wright and Kane, 1976 and Wright, 1970). Eventually, it is expected that with the exception of race, the information required for the annual survey of grade nine students will be obtained from the registration process. This report, therefore, represents a first attempt at utilizing the registration data for survey-type analyses.

Also, because the registration data currently are not subjected to any rigorous editing procedures, the quality of the data collected from the registration process was not known. However, as the tables for this report were prepared and analyzed, certain difficulties concerning the completeness of the data came to light. Therefore, this report also draws some clear conclusions regarding the issue of data quality.

PROCEDURES

Every child who enters a Toronto Board of Education school completes or has completed for him/her, a registration form. (Samples of the Public School Registration Form and the Secondary School Registration Form used in 1981-1982 are included as Appendix A). The sole exception is the students entering grade nine from the separate school system.

A copy of these forms is sent to the Computer Services Department at the Education Centre for processing. The data are not edited systematically at any stage at the moment. Therefore, many inconsistencies, missing data, etc. are accepted and processed as received. To exacerbate matters a turn-around verification document to the schools to confirm or correct the data which was submitted has not yet been developed. The data tape as it was received from the Computer Services Department is what was utilized for this report.*

The computer work was done interactively on the Ontario Institute for Studies in Education's DEC-10 computer using the Statistical Package for the Social Sciences (SPSS).

*Actually, the tape received from the Computer Services Department had to be converted from its 1600 BPI (bits per inch) density to 800 BPI before it could be used on the Ontario Institute for Studies in Education's DEC-10 computer. However, the information on the tape was unchanged in the conversion process.

FINDINGS

The students discussed in this report represent all who are new to the Toronto school system. Essentially, there are two groups of new students, those who enter at the junior kindergarten level and those who enter at a higher grade. This distinction results in two fairly unique groups of students. If a student's first registration in a Toronto school is somewhere between senior kindergarten and grade 13, it is likely that the student attended school elsewhere, e.g. a grade three registrant probably attended grade two elsewhere. In other words, the SK-Gr. 13 group can be thought of as people new to Toronto. Conversely, children who register at the lowest grade level, junior kindergarten, are more likely to have been born in Toronto.

A series of tables describing some general characteristics of the new students is presented in this section. Their formats have been designed in such a way as to facilitate comparisons with comparable tables in previous Toronto student surveys (Wright and Dhanota, 1981; Deosaran, Wright and Kane, 1976 and Wright, 1970). Relatively, little text accompanies the tables; they are intended to be self-explanatory. Only findings which seem noteworthy are highlighted in the text. The tables as a group, follow the complete text.

Place of Birth

Table 1 provides a regional breakdown of the birthplaces of the two groups of new students. Almost 90% of the junior kindergarten pupils are Canadian-born; whereas only 41.5% of the older students are born in Canada. Clearly, a temporally-related phenomenon is in evidence here. A four-year old is more likely to be living in the place where she/he was born than a fourteen-year old.

Table 2 lists the individual countries of birth for both groups of students. The countries contributing the proportionately largest numbers of immigrants in this school year are Hong Kong, Vietnam and China.

Mother Tongue and Language Fluency

Table 3 shows that of those with available information, 51.4% of the junior kindergarten pupils and 42.2% of the SK-Gr 13 students learned only English as a mother tongue. French as a mother tongue was learned by only 0.6% of the junior kindergarten pupils and 1.9% of the SK-Gr 13 students. (No data is available for over 10% of either group; there is no way of determining how these students for whom data are missing would be distributed over the seven language categories.)

Table 4 lists mother tongues other than English and French. Students who reported both English and/or French and another language as a mother tongue are included because it was felt that the learning of the "other" language would constitute a significant cultural influence. Table 4 reveals that Chinese (17.6%) and Portuguese (15.4%) for the junior kindergarten pupils

and Chinese (18.5%), Cantonese (16.3%) and Vietnamese (10.3%) for the older students are the most frequently reported mother tongues other than English and French. For both groups, proportionately large numbers of students provided no information.

Table 5 lists all of the languages in which students reported being fluent. As expected, it matches fairly closely, the mother tongue pattern exhibited in Tables 3 and 4. There are again, large numbers of students for whom no information was available.

Family Status

Table 6 shows that 70.3% of the junior kindergarten pupils and 41.2% of the older students are from two-parent households. The next largest group for which data are available is the single mother category, 13.3% and 17.2%, respectively. Again, a temporally-related phenomenon is in evidence here, namely, that the parents of the older students have had more time to separate and/or divorce since the birth of that child. Over a quarter of the SK-Gr. 13 students had no data available for this item.

Socio-Economic Status

The Blishen occupational scales for males and females (Blishen and Carroll, 1978 and Blishen and McRoberts, 1976) are used in this resport. Using 1971 Canadian census data, their scales for males and females rank the various occupations according to a combination of income and education and its associated prestige.

The occupational groupings as obtained from the natural clusterings of the 1981 grade nine student survey data (Wright and

Dhanota, 1981) are used here. (See Appendices B(1) and B(2) for illustrative occupations.)

Table 7 presents the distribution of the data for the fathers' occupations for those families where both parents are present. The junior kindergarten pupils' fathers are more highly concentrated in SES (Socio-Economic Status) Category 2 (23.0%) and least so in the non-remunerative SES Category 1 (3.4%). The fathers of the SK-Gr 13 students are also more concentrated in the second SES group. Both groups suffer from missing information; 26.3% and 42.7%, respectively. (Missing data, particularly when it reaches these proportion, can distort the picture considerably and is a matter of serious concern.)

As shown in Table 8, the majority of the mothers in two-parent households are in the non-remunerative SES Category 1; 44.8% and 30.2% for the two groups of students, respectively. The difference may be a reflection of the desire on the part of the mothers to stay home and care for their young children. Here again, there is considerable missing information.

Forty-eight junior kindergarten pupils live with their fathers only. See Table 9. Apart from almost a third of the respondents providing no occupational information, the rest of the fathers are distributed fairly evenly over SES Categories 2 through 5; few are in the non-remunerative SES Category 1. Among the SK-Gr 13 groups, no information is available for 41.6% of the fathers. The rest are distributed relatively evenly over the six SES Categories.

Table 10 shows that of the 473 junior kindergarten pupils who lived with their mothers only, 39.5% are classified in SES

Category 1. The SK-Gr 13 group also finds its highest concentration in SES Category 1. Both suffer from proportionately large amounts of missing information.

DISCUSSION

This report describes some general characteristics of the students, new to the Toronto school system. It does so along two dimensions, horizontally along the junior kindergarten axis and vertically from senior kindergarten to Grade 13.

While the majority (88.1%) of the junior kindergarten pupils are native-born, only 41.5% of the SK-Gr. 13 students are. However, with regards to language, only 58.9% of the junior kindergarten pupils and 46.7% of the SK-Gr 13 students learned English either alone or with another language as a mother tongue. There are 0.6% of the junior kindergarten pupils and 1.9% of the SK-Gr 13 students who learned French as a mother tongue. Of the students who learned a language other than English or French as a mother tongue, Chinese and Portuguese were reported most often for both groups with the addition of Cantonese for the SK-Gr 13 group. A similar pattern is exhibited by the fluency data.

Over seventy percent of the junior kindergarten pupils come from two-parent families. Over forty percent of the SK-Gr 13 students reside with both parents; 17.2% live with their mothers only.

With regard to socio-economic status, at least 20% of any group of junior kindergarten and at least 40% of the SK-Gr 13 students did not have information available.

Apart from the analyses of the new-student population, the utility of the student registration information master file as a data base for survey-type investigations has been demonstrated. However, the large amounts of missing information are obvious

causes for concern, particularly in the language, family structure and occupational areas. A number of measures to improve the situation are possible; one, asking the persons responsible for having the registration forms completed in the schools to attempt to obtain more complete information; two, implementation of a turn-around document to the schools for completion and verification purposes; three monitoring more closely, the coding of the forms; and four subjecting the data input to computerized edit checks before they are added to the student registration master file.

TABLE 1

REGION OF BIRTH - STUDENTS NEW TO TORONTO SCHOOLS (1981-1982)

Region	J.K.		S.K. - Gr. 13	
	Number	Percent	Number	Percent
Ontario	2883	81.0	2659	33.8
Other Provinces	253	7.1	603	7.7
U.S. and Mexico	21	0.6	156	2.0
South America	17	0.5	274	3.5
Central America	1	0.0	19	0.2
Caribbean	10	0.3	353	4.5
Europe	84	2.4	745	9.5
Middle East	11	0.3	69	0.9
Far East	62	1.7	1439	18.3
South East Asia	111	3.1	959	12.2
Oceania	3	0.1	14	0.2
South Asia	10	0.3	140	1.8
Africa	9	0.3	83	1.1
No Information	85	2.4	352	4.5
TOTAL	3560	100.1*	7865	100.2*

*Does not equal 100% because of rounding.

NOTE: Regions were defined using the groupings of countries found in Information Please Almanac, Atlas and Yearbook, 1979, 33rd edition (New York: Viking Press).

TABLE 2

PROVINCE OR COUNTRY OF BIRTH OF STUDENTS NEW TO TORONTO SCHOOLS
(1981-1982)

Province/Country	J.K. Number	J.K. Percent	S.K. - Gr. 13 Number	S.K. - Gr. 13 Percent
NORTH AMERICA				
Alberta	12	0.3	41	0.5
British Columbia	19	0.5	49	0.6
Manitoba	7	0.2	47	0.6
New Brunswick	10	0.3	30	0.4
Newfoundland	6	0.2	66	0.8
Nova Scotia	13	0.4	71	0.9
Ontario	2883	81.0	2659	33.8
Quebec	38	1.1	152	1.9
Saskatchewan	3	0.1	10	0.1
Yukon, N.W.T.	1	0.0	2	0.0
Unspecified Province	144	4.0	132	1.7
United States	21	0.6	155	2.0
Mexico	0	0.0	1	0.0
SOUTH AMERICA				
Argentina	3	0.1	15	0.2
Bolivia	1	0.0	3	0.0
Brazil	1	0.0	25	0.3
Chile	4	0.1	29	0.4
Ecuador	2	0.1	37	0.5
Guyana	5	0.1	110	1.4
Paraguay	0	0.0	1	0.1
Peru	1	0.0	6	0.1
Uruguay	0	0.0	6	0.1
Venezuela	0	0.0	33	0.4
Unspec. South America	0	0.0	5	0.1
CENTRAL AMERICA				
El Salvador	0	0.0	9	0.1
Guatemala	0	0.0	2	0.0
Honduras	0	0.0	2	0.0
Nicaragua	1	0.0	5	0.1
Panama	0	0.0	1	0.0

TABLE 2
(Page 2)

Province/Country	J.K. Number	J.K. Percent	S.K. - Gr. 13 Number	S.K. - Gr. 13 Percent
CARIBBEAN				
Antigua	0	0.0	2	0.0
Bahamas	0	0.0	2	0.0
Barbados	1	0.0	10	0.1
Bermuda	0	0.0	1	0.0
Cuba	1	0.0	7	0.1
Dominica	0	0.0	2	0.0
Grenada	0	0.0	7	0.1
Jamaica	3	0.1	256	3.3
Trinidad, Tobago	4	0.1	54	0.7
St. Kitts	0	0.0	2	0.0
St. Vincent	0	0.0	5	0.1
Unspecified Caribbean	1	0.0	5	0.1
EUROPE				
Austria	1	0.0	1	0.0
Belgium	0	0.0	1	0.0
Bulgaria	0	0.0	3	0.0
Cyprus	1	0.0	2	0.0
Czechoslovakia	1	0.0	20	0.3
Denmark	0	0.0	3	0.0
Finland	0	0.0	2	0.0
France	7	0.2	19	0.2
Germany-West	1	0.0	34	0.4
Greece	5	0.1	46	0.6
Hungary	2	0.1	10	0.1
Iceland	0	0.0	1	0.0
Ireland	1	0.0	12	0.2
Italy	5	0.1	50	0.6
Lithuania	0	0.0	1	0.0
Malta	0	0.0	1	0.0
Netherlands	1	0.0	9	0.1
Norway	0	0.0	2	0.0
Poland	10	0.3	104	1.3

TABLE 2
(Page 3)

Province/Country	J.K. Number	J.K. Percent	S.K. - Gr. 13 Number	S.K. - Gr. 13 Percent
Portugal	31	0.0	196	2.5
Romania	0	0.0	11	0.1
Serbia	0	0.0	2	0.0
Spain	2	0.1	5	0.1
Sweden	1	0.0	9	0.1
Switzerland	3	0.1	4	0.1
United Kingdom	11	0.3	160	2.0
U.S.S.R.	0	0.0	16	0.2
Yugoslavia	1	0.0	21	0.3
Unspecified Europe	0	0.0	1	0.0
MIDDLE EAST				
Iran	2	0.1	24	0.3
Iraq	0	0.0	2	0.0
Israel	4	0.1	8	0.1
Jordan	0	0.0	2	0.0
Kuwait	0	0.0	3	0.0
Lebanon	0	0.0	8	0.1
Saudi Arabia	0	0.0	1	0.0
Syria	0	0.0	4	0.1
Turkey	5	0.1	17	0.2
Unspecified Middle East	0	0.0	1	0.0
FAR EAST				
China	28	0.8	369	4.7
Hong Kong	16	0.4	822	10.5
Japan	8	0.2	34	0.4
Korea - North	0	0.0	1	0.0
Korea - South	2	0.1	82	1.0
Macao	0	0.0	8	0.1
Philippines	6	0.2	86	1.1
Taiwan	2	0.1	37	0.5
SOUTH EAST ASIA				
Cambodia	1	0.2	45	0.6
Indonesia	0	0.0	18	0.2
Laos	7	0.2	110	1.4
Malaysia	2	0.1	43	0.5
Singapore	2	0.1	9	0.1
Thailand	5	0.1	4	0.1
Vietnam	94	2.6	730	9.3

TABLE 2
(Page 4)

Province/Country	J.K. Number	J.K. Percent	S.K. - Gr. 13 Number	S.K. - Gr. 13 Percent
OCEANIA				
Australia	3	0.1	12	0.2
Fiji	0	0.0	1	0.0
New Zealand	0	0.0	1	0.0
SOUTH ASIA				
Bangladesh	1	0.0	3	0.0
Bhutan	0	0.0	1	0.0
Burma	1	0.0	14	0.2
India	6	0.2	99	1.3
Pakistan	2	0.1	23	0.3
AFRICA				
Angola	0	0.0	2	0.0
Burundi	0	0.0	4	0.1
Congo	[illegible]	0.0	0	0.0
Egypt	3	0.1	5	0.1
Ethiopia	0	0.0	4	0.1
Gabon	0	0.0	1	0.0
Kenya	1	0.0	3	0.0
Liberia	0	0.0	1	0.0
Libya	0	0.0	2	0.0
Madagascar	0	0.0	1	0.0
Mauritius	0	0.0	2	0.0
Morocco	0	0.0	6	0.1
Mozambique	0	0.0	3	0.0
Nigeria	0	0.0	2	0.0
South Africa	[illegible]	0.0	14	0.2
Tanzania	[illegible]	0.0	19	0.2
Tunisia	0	0.0	1	0.0
Uganda	0	0.0	7	0.1
Zaire	0	0.0	1	0.0
Zambia	0	0.0	4	0.1
East Africa	0	0.0	1	0.0
Unspecified Africa	0	0.0	17	0.2
No Information	22	0.6	327	4.2
TOTAL	3560	99.1*	7865	99.5*

*Does not equal 100% because of rounding.

NOTE: Regions were defined using the categories found in Information Please Almanac, Atlas & Yearbook, 1979, 33rd Edition (New York: Viking Press).

TABLE 3

STUDENTS NEW TO TORONTO SCHOOLS SPEAKING ENGLISH AND/OR FRENCH AND/OR ANOTHER LANGUAGE AS A MOTHER TONGUE (1981-1982)

Mother Tongue	J.K. Number	J.K. Percent	S.K. - Gr. 13 Number	S.K. - Gr. 13 Percent
English Only	1831	51.4	3319	42.2
French only	12	0.3	65	0.8
English and French	12	0.3	62	0.8
English and Other	258	7.2	283	3.6
French and Other	1	0.0	18	0.2
English, French & Other	1	0.0	7	0.1
Other	999	28.1	3245	41.3
No Information	446	12.5	866	11.0
TOTAL	3560	99.8*	7865	100.0

*Does not equal 100% because of rounding.

TABLE 4

PUPILS NEW TO TORONTO SCHOOLS SPEAKING LANGUAGES OTHER THAN ENGLISH OR FRENCH AS A MOTHER TONGUE

(1981-1982)

Langunge	J.K.		S.K. - Gr. 13	
	Number	Percent	Number	Percent
Afrikaans	0	0.0	1	0.0
Albanian	1	0.1	0	0.0
Arabic	8	0.5	31	0.7
Armenian	1	0.1	8	0.2
Bengali	2	0.1	5	0.1
Bulgarian	0	0.0	4	0.1
Burmese	3	0.2	10	0.2
Cambodian	0	0.0	13	0.3
Cantonese	46	3.0	751	16.3
Chinese	274	17.6	848	18.5
Cree	1	0.1	2	0.0
Croatian	0	0.0	6	0.1
Czechoslovakian	1	0.1	19	0.4
Danish	1	0.1	3	0.1
Dutch, Flemish	4	0.3	11	0.2
Egyptian	1	0.1	1	0.0
Estonian	0	0.0	3	0.1
Finnish	1	0.1	3	0.1
German	10	0.6	44	1.0
Greek	131	8.4	136	3.0
Greek, Macedonian	2	0.1	1	0.0
Gujarati	8	0.5	20	0.4
Hebrew	0	0.0	13	0.3
Hindi	0	0.0	30	0.7
Hungarian	0	0.0	22	0.5
Indian	0	0.0	7	0.2
Italian	0	0.0	107	2.3
Jamaican, Creole, Patois	0	0.0	2	0.0
Japanese	0	0.0	37	0.8
Kachi	4	0.3	2	0.0
Kannadese	0	0.0	1	0.0
Korean	29	1.9	85	1.8

TABLE 4
(Page 2)

Language	J.K. Number	J.K. Percent	S.K. - Gr. 13 Number	S.K. - Gr. 13 Percent
Laotian	21	1.3	64	1.4
Latvian	8	0.5	1	0.0
Lithuanian	2	0.1	2	0.0
Macedonian	9	0.6	2	0.0
Malay	2	0.1	22	0.5
Malayam	13	0.8	7	0.2
Maltese	94	6.0	2	0.0
Mandarin	5	0.3	60	1.3
Norwegian	0	0.0	1	0.0
Ojibwa	2	0.1	5	0.1
Pakistani	13	0.8	7	0.2
Panjabi	32	2.1	32	0.7
Persian	3	0.2	14	0.3
Polish	27	1.7	114	2.5
Portuguese	240	15.4	305	6.6
Romanian	1	0.1	11	0.2
Russian	1	0.1	16	0.3
Serbian	13	0.8	4	0.1
Serbo-Croatian	12	0.8	29	0.6
Sindhi	1	0.1	3	0.1
Sinhalese	1	0.1	1	0.0
Slovak	1	0.1	0	0.0
Spanish	58	3.7	196	4.3
Swahili, Ceylonese	1	0.1	1	0.0
Swedish	1	0.1	9	0.2
Tagalog, Pilipino	0	0.0	60	1.3
Taiwanese	3	0.2	3	0.1
Thai, Siamese, Pali	3	0.2	3	0.1
Turkish	5	0.3	19	0.4
Ukrainian	6	0.4	17	0.4
Urdu	18	1.2	21	0.5
Vietnamese	50	3.2	473	10.3
No Information	382	24.6	866	18.8
TOTAL	1556	100.3*	4596	99.9*

*Does not equal 100% because of rounding.

NOTE: There were 297 junior kindergarten and 1,043 S.K.-Gr 13 students who reported two mother tongues, neither of which was English or French. These pupils appear twice in this table.

TABLE 5

LANGUAGES IN WHICH STUDENTS NEW TO TORONTO SCHOOLS REPORTED BEING FLUENT

(1981-1982)

Language	J.K.		S.K. - Gr. 13	
	Number	Percent	Number	Percent
English	1235	46.5	2209	33.0
French	13	0.5	61	0.9
English & French	17	0.6	114	1.7
English & Unspec.Other	351	3.2	920	13.7
French & Unspec. Other	0	0.0	37	0.6
Eng., Fr., Unspec. Other	0	0.0	12	0.2
Afrikaans	2	0.1	7	0.1
Albanian	1	0.0	1	0.0
Arabic	6	0.2	30	0.4
Armenian	0	0.0	9	0.1
Bengali	3	0.1	5	0.1
Bulgarian	0	0.0	4	0.1
Burmese	1	0.0	11	0.2
Cambodian	1	0.0	12	0.2
Cantonese	39	1.5	624	9.3
Chinese	233	8.8	688	10.3
Cree	0	0.0	1	0.0
Croatian	1	0.0	5	0.1
Czechoslovakian	1	0.0	15	0.2
Danish	0	0.0	2	0.0
Dutch, Flemish	1	0.0	12	0.2
Estonian	0	0.0	1	0.0
Finnish	0	0.0	3	0.0
Gaelic	0	0.0	1	0.0
German	6	0.2	44	0.7
Greek	204	7.7	122	1.8
Greek, Macedonian	2	0.1	1	0.0
Gujarati	7	0.3	19	0.3
Hebrew	5	0.2	13	0.2
Hindi	12	0.5	29	0.4
Hungarian	4	0.2	25	0.4
Indian	11	0.4	5	0.1
Italian	61	2.3	124	1.9
Japanese	14	0.5	35	0.5
Jamaican, Creole, Patois	0	0.0	1	0.0

TABLE 5
(Page 2)

Language	J.K. Number	J.K. Percent	S.K. - Gr. 13 Number	S.K. - Gr. 13 Percent
Kachi	4	0.2	3	0.0
Kannadese	1	0.0	0	0.0
Korean	17	0.6	73	1.1
Laotian	8	0.3	54	0.8
Latvian	0	0.0	2	0.0
Lithuanian	1	0.0	1	0.0
Macedonian	4	0.2	5	0.1
Malay	1	0.0	17	0.3
Malayalam	1	0.0	6	0.1
Maltese	0	0.0	3	0.1
Mandarin	5	0.2	80	1.2
Norwegian	0	0.0	1	0.0
Ojibwa	1	0.0	4	0.1
Pakistani	0	0.0	4	0.1
Panjabi	27	1.0	32	0.5
Persian	2	0.1	13	0.2
Polish	22	0.8	108	1.6
Portuguese	193	7.3	265	4.0
Romanian	1	0.0	12	0.2
Russian	2	0.1	19	0.3
Serbian	0	0.0	2	0.0
Serbo-Croatian	10	0.4	23	0.4
Sign Language	0	0.0	1	0.0
Sindhi	1	0.0	4	0.1
Sinhalese	0	0.0	1	0.0
Slovak	0	0.0	3	0.0
Spanish	50	1.9	182	2.7
Swahili, Ceylonese	1	0.0	1	0.0
Swedish	1	0.0	8	0.1
Tagalog, Pilipino	6	0.2	49	0.7
Taiwanese	2	0.1	3	0.0
Thai, Siamese, Pali	3	0.1	6	0.1
Turkish	4	0.2	17	0.3
Ukranian	3	0.1	17	0.3
Urdu	15	0.6	14	0.2
Vietnamese	37	1.4	474	7.1
TOTAL	2654	99.6*	6709	100.3*

*Does not equal 100% because of rounding.

NOTE: Students were allowed to list two languages in which they were fluent on the registration forms. Therefore, a student may be listed twice for his/her respective grade groups in Table 5. One thousand two hundred and seventy-eight (1,278) junior kindergarten pupils and two thousand four hundred and seventy-two (2,472) S.K. - Grade 13 students gave no information for this variable.

TABLE 6

FAMILY STRUCTURE - PUPILS NEW TO TORONTO SCHOOLS

(1981-1982)

Pupil Lives With	J.K. Number	J.K. Percent	S.K. - Gr. 13 Number	S.K. - Gr. 13 Percent
Both parents	2504	70.3	3279	41.2
Father only	48	1.3	344	4.4
Mother only	473	13.3	1352	17.2
Guardian	10	0.3	241	3.1
Group Home	10	0.3	113	1.4
Independent	1	0.0	138	1.8
Relatives, friends	1	0.0	227	2.9
No Information	514	14.4	2171	27.6
TOTAL	3560	99.9*	7865	99.6*

*Does not equal 100% because of rounding.

TABLE 7

SOCIO-ECONOMIC STATUS BASED ON FATHER'S OCCUPATION - PUPIL LIVES WITH BOTH PARENTS

PUPILS NEW TO TORONTO SCHOOLS

(1981-1982)

SES Category	J.K.		S.K. - Gr. 13	
	Number	Percent	Number	Percent
1	86	3.4	394	12.0
2	577	23.0	532	16.2
3	265	10.6	215	6.6
4	250	10.0	227	6.9
5	312	12.5	242	7.4
6	355	14.2	269	8.2
None	659	26.3	1400	42.7
TOTAL	2504	100.0	3279	100.0

NOTE: Some of the details about the SES Categories are presented in Appendix B. Category 1 includes the unemployed, those on pensions and homemakers. Category 2 includes unskilled workers while Category 6 includes many professions.

TABLE 8

SOCIO-ECONOMIC STATUS BASED ON MOTHER'S OCCUPATION - PUPIL LIVES WITH BOTH PARENTS

PUPILS NEW TO TORONTO SCHOOLS (1981-1982)

SES Category	J.K.		S.K. - Gr. 13	
	Number	Percent	Number	Percent
1	1123	44.8	991	30.2
2	311	12.4	360	11.0
3	218	8.7	145	4.4
4	137	5.5	107	3.3
5	86	3.4	70	2.1
6	103	4.1	75	2.3
None	526	21.0	1531	46.7
TOTAL	2504	99.9*	3279	100.0

*Does not equal 100% because of rounding.

NOTE: Some of the details about the SES Categories are presented in Appendix B. Category 1 includes the unemployed, those on pensions and homemakers. Category 2 includes unskilled workers while Category 6 includes many professions.

TABLE 9

SOCIO-ECONOMIC STATUS BASED ON FATHER'S OCCUPATION - PUPIL LIVES WITH FATHER ONLY

PUPILS NEW TO TORONTO SCHOOLS (1981-1982)

SES Category	J.K.		S.K. - Gr. 13	
	Number	Percent	Number	Percent
1	2	4.2	42	12.2
2	10	20.8	42	12.2
3	6	12.5	16	4.7
4	7	14.6	29	8.4
5	6	12.5	44	12.8
6	2	4.2	28	8.1
None	15	31.3	143	41.6
TOTAL	48	100.1*	344	100.0

*Does not equal 100% because of rounding.

NOTE: Some of the details about the SES Categories are presented in Appendix B. Category 1 includes the unemployed, those on pensions and homemakers. Category 2 includes unskilled workers while Category 6 includes many professions.

TABLE 10

SOCIO-ECONOMIC STATUS BASED ON MOTHER'S OCCUPATION - PUPIL LIVES WITH MOTHER ONLY

PUPILS NEW TO TORONTO SCHOOLS (1981-1982)

SES Category	J.K.		S.K. - Gr. 13	
	Number	Percent	Number	Percent
1	187	39.5	323	23.9
2	32	6.8	115	8.5
3	69	14.6	141	10.4
4	44	9.3	117	8.7
5	12	2.5	17	5.3
6	11	2.3	34	2.5
None	118	24.9	551	40.8
TOTAL	473	99.9*	1352	100.1

*Does not equal 100% because of rounding.

NOTE: Some of the details about the SES Categories are presented in Appendix B. Category 1 includes the unemployed, those on pensions and homemakers. Category 2 includes unskilled workers while Category 6 includes many professions.

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APPENDIX A(1)

TORONTO BOARD OF EDUCATION

PUBLIC SCHOOL REGISTRATION FORM

COPY DISTRIBUTION
WHITE - OFFICE
GOLD - COMPUTER SERVICES
PINK - CLASSROOM
CANARY - NURSE

NEW STUDENT NO.
PLACE LABEL HERE

NOTE: ENTER STUDENT NO. IN SPACE PROVIDED ON LEFT

☐ CORRECTION

DATE OF ADMISSION: DAY | MONTH | YEAR

SCHOOL | SCHOOL NO.

STUDENT NUMBER | GRADE/CLASS

SURNAME | INIT. | GIVEN NAME (Eg. B. STEVEN OR BRUCE S.) | INIT.

ADDRESS APT. NO. STREET | POSTAL CODE

HOME PHONE NO. | MUNICIPALITY OF RESIDENCE ☐ TORONTO ☐ OTHER SPECIFY

RELIGION ☐ R - ROMAN CATHOLIC O - OTHER | SEX ☐ M - MALE F - FEMALE | DATE OF BIRTH: DAY | MONTH | YEAR

FOR COMPUTER SERVICES DEPT USE ONLY

WAS THE STUDENT BORN IN CANADA?
YES ☐ PROVINCE OF BIRTH _____ NO ☐ COUNTRY OF BIRTH _____

DATE OF ARRIVAL IN CANADA: MONTH | YEAR

STUDENT/PARENT CAME TO CANADA FROM _____ LANDED IMMIGRANT NO. _____ PASSPORT NO. _____

DOES THE STUDENT MEET THE BOARD'S DEFINITION OF A NEW CANADIAN? YES ☐ NO ☐

WHAT WAS THE FIRST LANGUAGE THE STUDENT LEARNED TO SPEAK? ☐ ENGLISH ☐ FRENCH ☐ ANOTHER LANGUAGE _____ SPECIFY ☐ ENGLISH & ANOTHER LANGUAGE _____ SPECIFY

WHAT LANGUAGES DOES THE STUDENT SPEAK FLUENTLY?

ENTERING SCHOOL FOR THE FIRST TIME? YES ☐ NO ☐ NON-RESIDENT? YES ☐ NO ☐ IF YES SPECIFY CODE

HAS THE STUDENT PREVIOUSLY ATTENDED A TORONTO BD. OF ED. SCHOOL? YES ☐ NO ☐ IF YES ENTER STUDENT NO. ABOVE

LAST SCHOOL ATTENDED
NAME _____
ADDRESS _____
MUNICIPALITY _____

BIRTH CERTIFIED BY ☐ CERTIFICATE ☐ PASSPORT ☐ BAPTISMAL CERTIFICATE

PARENT HAS AGREED TO SHARE HEALTH INFORMATION YES ☐ NO ☐

PARENT/GUARDIAN INFORMATION

STUDENT LIVES WITH: ☐ BOTH PARENTS ☐ FATHER ☐ MOTHER ☐ GUARDIAN ☐ GROUP HOME OTHER _____

MALE | FEMALE

_____ NAME _____

_____ ADDRESS _____

_____ HOME PHONE NO. _____

_____ EMPLOYER _____

_____ OCCUPATION _____

_____ BUS./EMERGENCY PHONE NO. _____

RELIGION ☐ R - ROMAN CATHOLIC O - OTHER ☐

DATE WHEN TAX FORM M.T.S.B. 28 GIVEN TO PARENT OR GUARDIAN | DATE SIGNED TAX FORM RETURNED TO SCHOOL | DATE WHEN TAX FORM SENT TO ASSESSMENT REVISOR

DAY CARE BY _____ ADDRESS _____ PHONE NO. _____

REMARKS: _____

FORM 12 REV. 20M-8-81

APPENDIX A(2)

COPY DISTRIBUTION
WHITE - OFFICE
GOLD - COMPUTER SERVICES
PINK - FORM TEACHER
CANARY - GUIDANCE

TORONTO BOARD OF EDUCATION
SECONDARY SCHOOL REGISTRATION FORM

NEW STUDENT NO.

NOTE: ENTER STUDENT NO. IN SPACE PROVIDED ON LEFT

☐ CORRECTION

DATE OF ADMISSION (DAY MONTH YEAR) SCHOOL _____ NO.

STUDENT NUMBER GRADE/CLASS

NAME _____ (SURNAME) ☐ INITIAL _____ (GIVEN NAME (Eg.-B. STEPHEN OR BRUCE B.)) ☐ INITIAL

ADDRESS _____ (APT. NO., STREET) POSTAL CODE

HOME PHONE NO. _____ MUNICIPALITY OF RESIDENCE ☐ TORONTO ☐ OTHER _____

RELIGION ☐ R - ROMAN CATHOLIC O - OTHER SEX ☐ M - MALE F - FEMALE DATE OF BIRTH (DAY MONTH YEAR)

WAS THE STUDENT BORN IN CANADA?

☐ YES - PROVINCE OF BIRTH _____

☐ NO - COUNTRY OF BIRTH _____

DATE OF ARRIVAL IN CANADA (MONTH YEAR)

STUDENT/PARENT CAME TO CANADA FROM _____

LANDED IMMIGRANT NO. _____ PASSPORT NO. _____

FOR COMPUTER SERVICE DEPT. USE ONLY

WHAT WAS THE FIRST LANGUAGE THE STUDENT LEARNED TO SPEAK?

ENGLISH ☐ FRENCH ☐

ANOTHER LANGUAGE ☐ SPECIFY _____

ENGLISH AND ANOTHER LANGUAGE ☐ SPECIFY _____

WHAT LANGUAGES DOES THE STUDENT SPEAK FLUENTLY? _____

HAS THE STUDENT PREVIOUSLY ATTENDED A TORONTO BD OF ED. SCHOOL ? ☐ YES ☐ NO - IF YES, ENTER STUDENT NO. ABOVE

SCHOOL LAST ATTENDED

NAME LAST GRADE

ADDRESS

MUNICIPALITY PROVINCE/COUNTRY

BIRTH CERTIFIED BY: ☐ CERTIFICATE ☐ PASSPORT ☐ BAPTISMAL CERTIFICATE

PARENT HAS AGREED TO SHARE HEALTH INFORMATION ☐ YES ☐ NO

PARENT / GUARDIAN INFORMATION

STUDENT LIVES WITH: ☐ BOTH PARENTS ☐ FATHER ☐ MOTHER ☐ GUARDIAN ☐ GROUPHOME OTHER _____

MALE	FEMALE
NAME	
ADDRESS	
HOME PHONE NO.	
EMPLOYER	
OCCUPATION	
BUS./EMERGENCY PHONE NO.	

REMARKS

FOR OFFICE USE ONLY

DOES THE STUDENT MEET THE BOARD'S DEFINITION OF A NEW CANADIAN STUDENT? ☐ YES ☐ NO

IS THE STUDENT NON-RESIDENT? ☐ YES ☐ NO IF YES, SPECIFY CODE ☐

FORM 480 15M-8-80

APPENDIX B(1)

ILLUSTRATIVE OCCUPATIONS FOR BLISHEN-DERIVED SES CATEGORIES - FATHERS

SES Category	Blishen's Index Values*	Illustrative Occupations
1		pensioner, student retired, unemployed
2	18-32	newsboy, labourer, truck driver, waiter, carpenter, orderly, door-to-door salesman
3	33-40	shipping clerk, welder, referee, dancer, engraver, hotel manager, teller, cashier
4	41-54	mail carrier, musician, typist, athlete, most foremen, many supervisors, real estate sales, minister, tool and die occupations, physiotherapist
5	55-65	social worker, writer, editor, draftsman, psychologist, many managers, elementary school teacher
6	66-75	chemist, pilot, accountant, secondary school teacher, lawyer, physician
None		self-employed, no information, not codable

*Only first two digits of Blishen's values were used for coding.

APPENDIX B(2)

ILLUSTRATIVE OCCUPATIONS FOR BLISHEN-DERIVED SES CATEGORIES - MOTHERS

SES Category	Blishen's Index Values*	Illustrative Occupations
1		homemaker, unemployed, student, pensioner, retired
2	20-33	charwoman, chambermaid, babysitter, hairdresser, sewing machine operator
3	34-45	cashier, typist, bookkeeper, nursing assistant, bank clerk
4	46-57	secretary, actress, statistical clerk
5	58-66	physiotherapist, community college teacher, personnel officer, policewoman, nurse
6	67-87	university professor, elementary school teacher, secondary school teacher, social worker, psychologist, physician, lawyer
None		self-employed, no information, not codable

*Only the first two digits of Blishen's values were used for coding.